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ABSTRACT

A study of college planning and resource allocation in Ontario colleges of applied arts and technology served as a basis for more detailed study of the decision-making process. A questionnaire was developed through consultation with four college presidents representing a variety of institution types. The questionnaire, administered to college presidents and/or planning officers, covered the scope of college planning, types of structures, participation in the planning process, integration of planning and budget, information use, the process of resource allocation, and the management function, emphasizing a broad-based proactive approach. The trend has been toward integration of planning tasks within the college and in relation to multi-year plans. A wide spectrum of planning philosophies appeared. Planning participants at all levels within the institution was found difficult to achieve and not always sought. Close communication with the governing board was common. A variety of strategies for dealing with advisory boards was found. It was learned that most colleges would favor a Council-described long-range view of the system accompanied by performance assumptions for system components. Appendices include references for the literature review, a table of the issues of concern and their parts in the study, the letter sent to college presidents, a detailed mission statement of St. Lawrence College, a sample agenda from Centennial College's board retreat, and guidelines to advisory committees in the monitoring of programs at St. Clair College. An additional bibliography is included. (MSE)

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PLANNING IN THE COLLEGES OF APPLIED ARTS AND TECHNOLOGY IN ONTARIO

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INTRODUCTION

There is general agreement that community colleges are facing new and difficult challenges in the 1980s. The challenges will be to cope with limited funding, changing public attitudes toward education and predicted declining enrolment in the traditional 18 to 24 year old cohorts, as well as rapidly changing and restricted job prospects for graduates. It has been suggested that as college administrators seek to do "more with less," as well as respond to a perceived demand for accountability,[1] it will be imperative to develop more effective approaches to institutional planning and resource allocation.

Virtually no comparative research has been done on institutional planring in the community college system. Because it is thought that considerable variation exists throughout the system in relation to definition, structure, participation, resources allocation to planning, and the connection between planning and decision-making, it was hoped that a college system-wide survey, with fairly broad parameters, would serve as a basis for more detailed studies.

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[1]Pressures for accountability were beginning to be felt in 1973. Funds were requested from the Ministry of Colleges and Universities by the Committee of Presidents of the C.A.A.T.s for the development of an evaluation system. The result was C.A.P.R.I. (College and Program Review Instruments) designed by Alan J. C. King, Queen's University. C.A.P.R.I. has been carried out in nearly all the colleges.

In early September, 1980, the research team agreed to proceed with the following activities for completion in 1981:

I. Preliminary Analysis

Review of the literature.

Pilot questionnaire to ensure the project would respond to concerns in the system.

Test at least four colleges.

II. Design of the Questionnaire to include:

Scope of planning.

Types of structures.

Participation.

Integration of planning and budget.

Usage.

Process of resource allocation.

The management environment.

III. Comparison and Analysis of Results

IV. Drafting Conclusions and Recommendations

Endorsement for the project was sought and obtained from the Committee of Presidents. The final questionnaire design was completed by consultation with four college presidents so that the results of the research would more likely serve the needs of the system. These considerations influenced significantly the design of the final all-college questionnaire and the decision to interview all college presidents and/or planning officers personally by members of the research team.

Initial review of the literature was carried out by an O.I.S.E. doctoral student. The references for this review are listed in Appendix I. Historical analysis of multi-year plans could not begin until they were collected, a process involving telephone requests and considerable follow-up when it became apparent that some colleges were reluctant to release these documents. Because of limited resources this important segment of the project remains unfinished.

Methods

The first round of information gathering took the form of in-depth interviews of four college presidents. The presidents chosen represented one large urban college, one small northern college, one medium-sized western college and one small eastern college.

Emphasis was placed first on establishing the framework for planning in each college, and the role of the multi-year plan in overall planning, and, secondly, identifying common concerns of the presidents. We began each interview with a preliminary statement: "As you know, the Committee of Presidents has endorsed this study of institutional planning. We want to seek advice from a handful of people early on, to be sure the project reflects the concerns of those in the system, rather than being based on a questionnaire composed from particular prejudices of the research group."

We asked several questions of our initial group including: Do you have any concerns about the way your college planning system works?

We might then ask: Would you be interested to know how others gather information in support of this process?

Other questions would follow:

Are there aspects of M.Y.P. that cause you the most difficulty?

Do you use a collaborative approach?

How well do you think this works?

Do you evaluate your planning process? How?

Within the college are there clear perceptions of a relationship between the plan and funding?

Are you interested in whether there is a significant variation in the use to which individual colleges put the multi-year plan?

Do you have set priorities for information gathering (e.g., community trends analysis, newly emerging philosophies of college education, demands for accountability, questions of autonomy)?

At the college presidents' retreat, held in September, 1980 at Deerhurst Inn, Huntsville, Ontario, the research team organized a seminar aimed at identifying how accountability concerns might impact on the planning process in the colleges (specifically how various constituencies within the system might view the process).

Each of the seven small groups was assigned one of the following roles:

--Deputy Minister of Education

--College President

--Governor

--Student

--Faculty Member

--Regent

--Opposition Education Critic

The question for discussion was: What information do I need to know in order to assure myself that College X is functioning effectively? First round interviews and the Deerhurst experience were analyzed to establish common factors and an Issues Table was constructed (Appendix II). After studying the results, the research team decided to proceed with in-depth interviews with college presidents and/or planning officers at all twenty-two colleges, using an open-ended set of four questions, included in a letter of explanation and introduction sent to each college president on November 27, 1980 (Appendix III).

At the same time, a series of "probes" was designed to assist the interviewer if these questions failed to elicit sufficiently detailed answers.

Open-Ended Questions

1. How do you define institutional planning? That is, what types of questions and decisions are served by your approach to

institutional planning?

Sample Probes: Can you give examples--forecasting, detailed management tools, short vs. long-term (if both, what factors do you consider when thinking about long-term planning? Social? Economic?)?

2. Is planning based on reaction to Council of Regents' requirements for the multi-year plan or is your planning process independent of this process?

   Sample Probes: If proactive, is the emphasis on institutional review to assess division effectiveness?

3. What is the sequence of planning in your college and who is involved? That is, what information is required, in what order, and by whom is it collected? Can you take us through the process?

   Sample Probes: Should academic planning and budget planning be integrated? If yes, how can this best be accomplished? When a budget increment or decrement results in a priority change, how is this handled? When you make a staff appointment, what are the criteria that bear on the situation? Enrolment pressure? Program expertise? Perceived need for improved teaching?

4. What is the structure for planning at your college?

   Sample Probes: Is there an office for planning? What resources are devoted to planning in terms

of time and money? Do you use consultants? What information is supplied to them in advance? What kind of recommendations have they made in the past? Do you currently have a contract with a consultant?

Interviews with college presidents, senior administrators, and planning officers took place between January and June, 1981.

Results

I. Definitions of Institutional Planning

Responses to the request to define institutional planning fell into three general types:[1] (1) accountability and balancing the budget, (2) preventing or reacting to crises or changes in government policy, (3) establishing short and long-range objectives to meet community needs and reach stated goals (see Table I-1).

The first definition is emphasized by one small and two medium-sized colleges and the second by two medium-sized colleges. The third group of seventeen colleges defined planning in a more complex fashion with emphasis on a broadly-based, proactive approach serving a wide range of questions and decisions.

This is not to imply that colleges in Group 3 did not perceive accountability as important. Nor did they underrate the effect sudden changes in government policy could have on a

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[1]It is understood that some colleges had more than one but generally emphasized one.

TABLE I-1

DISTRIBUTION BY SIZE[1] AMONG THREE GENERAL DEFINITIONS OF INSTITUTIONAL PLANNING

College Size	Group 1 Accountability/ Balancing the Budget	Group 2 Preventing or Reacting to Crises or Federal/Provincial Policy	Group 3 Est. Short & Long Range Objectives to Meet Community Needs/Reach Stated Goals
Small	1	0	6
Medium	2	2	5
Large	0	0	6

[1]Size categories selected arbitrarily, based on 1980/81 OCIS Total FTE Projected Enrolment:

Small (< 3,000)	Loyalist, Sault, Canadore, Durham, Confederation, Northern, Lambton
Medium (3,000-7,000)	St. Lawrence, Cambrian, St. Clair, Conestoga, Sir Sandford Fleming, Georgian, Centennial, Niagara, Sheridan
Large (7,000+)	George Brown, Algonquin, Seneca, Fanshawe, Mohawk, Humber

college's ability to respond to community needs. Colleges in this group described the planning process in relatively more sophisticated terms and most, if not all, predicted increasing resources in terms of money and manpower would be committed to their planning efforts. This was seen as necessary for survival. References were made to periods of growth in the history of a college and the relative ease of planning during these periods.

It was also noted that in the early years when a college was small and organizational structures simple, and resources plentiful, the tendency was for the president to act as the planning officer, often advised by a small senior operations group. The perception was that as funding became tighter, the need emerged to adopt a conscious process to assess the current situation and predicted situations, attempting to develop strategies and policies to accommodate predicted change. It was suggested by some that commitment to planning and decision-making is proportionate to the penalties incurred by a shrinking market. The importance of interfacing institutional research and planning was emphasized, in a cyclical process: problem identification, planning, implementation, monitoring and back to problem identification/clarification. In addition, there is often a conflict concerning the allocation of funds for institutional research if it is perceived that classroom support will be decreased.

Institutional planning is seen by some planners as important for the process itself; that is, institutional planning is

mission-oriented, and through the planning process (often as much as the product) the college defines its mission and the means to achieve it, organizationally, operationally, and financially.

Most colleges relate the planning process in some way to a statement of goals (Table I-2); see Appendix IV for examples. In three colleges, this statement is the original document; in twelve, the goals are updated on a fairly regular basis (Table I-3). These twelve are all among the seventeen colleges in Group 3 (Table I-1) who described planning in more complex terms.

Input to the Planning Process

Nine colleges support a broadly-based planning process that seeks and receives input from all levels within the college and the community. Seven involved some levels and five used a designated planning group only.

One or two administrators perceived a lack of interest among some groups within the college as the main reason for a narrow planning base, but the majority endorsed the concept of wide involvement. At one college, planning was described as "from the top down," that is, chairmen get involved only when they are identified as being associated with one of the action plans or task forces. Vice-presidents meet with deans, who discuss action plans and objectives with chairmen. On the other hand, chairmen or faculty who wish to start new programs can initiate discussion either with the appropriate dean or the vice-president. If conditional approval is given, the proposal would go to an advisory

TABLE I-2

DETAILED STATEMENT OF GOALS

College Size	Yes	No
Small	6	1
Medium	5	4
Large	2	2

TABLE I-3

IS THE DETAILED STATEMENT OF GOALS THE ORIGINAL DOCUMENT OR HAS IT BEEN UPDATED?

College Size	Original	Updated	Not Available
Small	1	5	0
Medium	1	5	0
Large	1	2	1

TABLE I-4

RANGE OF INPUT TO THE PLANNING PROCESS

College Size	Sought & Rec'd from All Levels	Sought & Rec'd from Some Levels, e.g., Chairmen only	Designated Planning Group Only	Not Available
Small	3	4	0	0
Medium	5	2	2	0
Large	1	1	3	1

committee and then to the curriculum planning committee. It is interesting to note that three of the five large colleges who reported on this point do not seek wide input.

Input from Board of Governors

Table I-5 describes the range of input by Boards of Governors. About half the colleges seek and receive significant input from their governors. In those colleges where minimal or occasional input in the planning process is reported, the major role of the Board is seen as approving policy decisions such as proposed administrative reorganization. Board members may be involved to some degree in program review. At one college an effort is made to remind the Board of issues other than physical plant and finance, by means of student presentations. One president defines the role of the Board as to approve policy, which is usually but not always initiated by the administration, to be responsible for hiring the president, to support him in his administrative functions or take appropriate action. At this college the Board is regarded as a "corporate" Board, and is not involved in making educational policies or holding philosophical discussions. One or two presidents stated that it was sometimes difficult to identify a meaningful role for Board members. At the other end of the scale, a number of presidents stated that program requests often come from their governors, and in several colleges a concerted effort is being made to involve governors in discussion of the multi-year plans at the draft stage as well as through the use of Board 'think tank' sessions (see Table I-8 and Appendix V).

TABLE I-5

INPUT TO THE PLANNING PROCESS
BY BOARDS OF GOVERNORS

College Size	Significant Input	Occasional Input	Minimal Input	Not Available
Small	5	2	0	0
Medium	4	4	1	0
Large	1	3	1	1

Input from the Council of Regents

The question of increased direction from the Council of Regents in college planning brought a variety of responses ranging from extremely negative reactions to strongly expressed desire for such input. Opinion can be generally described as about half for and half against (Table I-6).

It was suggested that the Council should be much stronger in providing proactive leadership in planning. At present, some colleges see the Council keeping the colleges on the defensive by criticizing the multi-year plans without suggesting key issues for the colleges' consideration. In addition, the current system was described as one of punishing the whole group with system-wide directives rather than identifying the offending colleges. While the multi-year plan preparation is seen as useful to some colleges, many colleges would like to see the Council declare some assumptions (social, economic, educational) for the next five years so that the M.Y.P. process encourages a reciprocal and interactive process between the colleges and the Council, not just a defensive position for the colleges. On the other hand, doubts were expressed concerning the ability of the Council to develop sufficient sensitivity to fully appreciate any one college's unique problems or needs on an operational level and in this area, one president stated that the Council "should stay out of the college's kitchen."

TABLE I-6

STATED DESIRE FOR INCREASED DIRECTION
FROM THE COUNCIL OF REGENTS

College Size	Yes	No	Not Available
Small	3	3	1
Medium	3	5	1
Large	2	3	0

Input from Advisory Committees

The involvement of advisory committees in the planning process was seen as significant and ongoing in ten colleges and as minimal in nine (Table I-7). In the latter group, committees were most often described as useful at the beginning of a program, but after some time committees meet less often and faculty tend to assume more control. The success or failure of any one committee may depend on its relationship with the departmental chairman. As well, activity may be related to the rate of change in the particular technology. At one college, responsibility for the committees has been shifted from the Academic Division to Director of Community Relations, and the ad hoc nature of faculty membership altered to two appointed faculty per committee. At another, a member of the Board of Governors is assigned as an observer to each advisory committee and membership includes faculty, students and community representatives. At a third college, three types of advisory committees are involved:

1. Faculty advisory committees make recommendations to the Board on general matters;

2. Program advisory committees are ad hoc, task-oriented;

3. Community advisory committees in several centres are heavily used, task-oriented and ongoing.

Liaison officers are placed in each community, and planning in these areas is ongoing and flexible rather than narrowly defined. In yet another college there is a requirement for

TABLE I-7

ADVISORY COMMITTEES' INVOLVEMENT
IN PLANNING

College Size	Ongoing Involvement	Minimal Involvement Initial Stages of Programs Only	Not Available
Small	2	4	1
Medium	5	4	0
Large	3	2	1

chairmen of advisory committees to make presentations to monthly Board meetings. A new procedure was begun this year at one college where chairmen of each committee, along with local resource people, formed college advisory committees to discuss broad issues and new thrusts. The President, Director of Planning and several key Board members present future-oriented issues. No definite recommendations are expected but the meetings are meant to elicit imaginative concepts. A number of colleges reported the use of similar 'think tanks' or Board retreats to support college planning (Table I-8; see Appendix V for sample agenda).

Sometimes task forces may be set up to discuss a specific objective, such as "nature of general education in the college." Most colleges are either very satisfied or moderately satisfied with the role of their advisory committees, although five are planning changes (see Appendix VI, St. Clair College Guidelines for Advisory Committees, a new document designed to improve committee effectiveness).

II. Multi-Year Plan Integration with College Plan or Budget

In response to the question, "Is planning based on reaction to Council of Regents' requirements for the multi-year plan or is your planning process independent?", a gradual movement toward total integration is evident. Three small colleges and four medium-sized colleges stated that the process is still entirely separate. Preparation of multi-year plans is seen as reactive, although it is felt that statistical material is

TABLE I-8

USE OF 'THINK TANKS' OR BOARD RETREATS
TO SUPPORT COLLEGE PLANNING

College Size	Yes	No	Not Available
Small	5	1	1
Medium	3	5	1
Large	5	0	1

TABLE I-9

SATISFACTION WITH ROLE OF
ADVISORY COMMITTEES

College Size	Very Satisfied	Moderately Satisfied	Planning Changes	Not Available
Small	3	2	1	1
Medium	5	1	3	0
Large	3	1	1	1

useful within the colleges. One senior planner characterized the multi-year plan as being "no-man's land"--that is, it doesn't contain the detail necessary for college internal planning and yet contains too much detail to be used effectively by the Council of Regents. Another saw the multi-year plan as a report rather than a plan.

On the other hand, several presidents felt that individual multi-year plans do not convey the correct impression, because they do not contain enough detail to explain the system to someone who is not knowledgeable. Standardization is seen as an advantage.

One college had attempted integration but judged the effort unsuccessful. As part of this process, management teams were formed to look at objectives but time constraints seemed to prevent this from working effectively. It is felt that reorganization of the administration would be required before this could be tried again. Budget planning takes precedence over multi-year planning in this college. This college also sees its multi-year plan as more qualitative (activity-related) than data-based, more related to community needs and student requirements. Planners in this group did express positive feelings about the process itself. One president observed that the requirement to produce a multi-year plan has encouraged a lot of planning in the system that would not otherwise have been done. He noted, however, that effective planning requires accurate analysis of what is there and what is needed, as well as resources required, and suggested it is unreasonable to expect commitment to new programs when staff are being laid off due to budget cuts.

TABLE II-1

DEGREE OF MULTI-YEAR PLAN INTEGRATION
WITH COLLEGE PLAN OR BUDGET

College Size	Separate	Partial Integration	Total Integration
Small	3	1	3
Medium	4	1	4
Large	1	2	3

It was also noted that the multi-year plan provides a structural format. Most colleges in this group had no plans to move toward integration at this time. Rather, the aim is to continue to develop the college planning process in ways which provide the necessary information for the college.

Four colleges are moving toward total integration. One president said that originally the requirement for a multi-year plan was seen as an imposition, sold on the basis of being helpful in day-to-day planning, so it was done, but there were really three plans: (1) Council of Regents; (2) Long-Term Plan; (3) Day-to-Day. After O.C.I.S. was in place, a decision was made to integrate all planning in this college. Changes in the format of the multi-year plan (aimed at making it more relevant) have resulted in increased support for the process.

One planning officer took a somewhat pessimistic view, saying "the unfortunate thing about the M.Y.P. process is that it has come to have a life of its own rather than any real meaning to the local college. It probably has no meaning whatsoever beyond the chairman level and only marginal impact on the chairmen beyond its nuisance value." He suggested this was due to the fact that it is centrally defined and controlled. He pointed out, however, that "any efforts at local planning divorced from the multi-year plan are doomed, either for 'duplication of effort' or by ignominious comparison to 'that other plan.'" He recommended working to try and merge needs and processes in a two-year cycle with annual M.Y.P. updates, and pointed out that short-range planning is now defined,

in many circles, as three years.

Three large colleges, four medium-sized and three small colleges reported total integration by design. Many administrators compared previous "separated" situations unfavourably, and everyone expressed strong commitment to making the multi-year plan a credible document by completing as many stated objectives as possible. In contrast to some of those who maintained a "separate" stance, several colleges distributed multi-year plans and related documents widely through the college where they are used frequently. Feedback has indicated that this process serves several purposes, including avoiding criticism from groups that had previously complained about lack of communication. A number of planners in this group referred to their multi-year plan as the corporate plan, used as the basis for review of goals and objectives. The view expressed by those moving toward integration, that a more effective format and sensible guidelines had encouraged integration, was supported by this group as well. The multi-year plan was also described as a synthesis, a snap-shot in time, with some projects in action and some ongoing. Several administrators referred to the amount of time that management spends to produce the multi-year plan and it was suggested that only major changes should have to be reported. Of the seventeen colleges in Group 3 (Table I-1) who described planning as a complex process, ten supported total or partial integration of M.Y.P. and college planning.

A majority of colleges are either very satisfied or moderately satisfied with the current system of information

collection and its ability to serve planning functions. That is, the data are either appropriate or can easily be refined to accommodate diverse requirements. Where changes are planned, they are aimed at eliminating duplication, improving placement information, enhancing the capacity for long-range predictions and application of space planning. Emphasis in this group is placed on synchronizing the plan to the budget.

Of all the topics, zero-base budgeting generated perhaps the most definite and diverse opinions. Those that do not use it expressed strong prejudices against it; those that do use it, as expected, expressed strong support. Advantages and major activity steps in the process are concisely stated in the planning manual of one college:

> Zero-base budgeting is a powerful general management tool that provides the college with a systematic way to evaluate operations and programs and allow management to shift resources into high-priority efforts. Through the proper use of the process, managers of activities are able to specify the amount, quality, and cost of the service that will be provided to the organization and gain their supervisor's agreement to their proposed projects. In addition, the approach offers several other advantages.
>
> - Thorough examination of every function ensures that managers have evaluated the need for every program and considered different levels of effort and alternative ways to perform it.
> - Zero-base budgeting provides an attractive alternative to across-the-board reductions of budget requests.
> - The list of ranked decision packages can be used during the budget year to identify functions to be added or deleted if available resources vary from the budgeted estimate.

TABLE II-2

DATA BASE AND INFORMATION COLLECTION: DEGREE OF SATISFACTION WITH CURRENT SYSTEM AND ITS ABILITY TO SERVE MYP/PLANNING/BUDGET FUNCTIONS

College Size	Very Satisfied	Moderately Satisfied	Dissatisfied and Planning Changes
Small	4	2	1
Medium	6	1	2
Large	5	0	1

TABLE II-3

USE OF SOME FORM OF ZERO-BASE BUDGETING

College Size	Yes	No	Not Available
Small	3	4	0
Medium	5	4	0
Large	3	2	1

- If it becomes necessary during the budget year to add a new project not contemplated by the approved budget, the decision packages will help identify the other expenditures that must be reduced or eliminated to free the necessary resources.

- Zero-base budgeting links long-range goals and plans with budgets; strengthens higher-management awareness of what is proposed; clarifies each unit's role in the organization and identifies appropriate measures for evaluating performance; and assists in aligning management's expectations with reality by associating service levels with costs. In addition to specifying costs and benefits, it communicates problems and opportunities to higher management and shifts the focus to making decisions.

- Finally, managers can be measured against the activities and benefits to which they committed themselves in each approved decision package, as well as against their budget.

The zero-base budgeting process has proven its value in a number of organizations improving management development, strengthening communications, fostering innovative ideas for improved operations, and resolving key issues in policy and strategy.

Zero-base budgeting is based on the premise that service and cost levels for overhead activities can be changed without reducing the level of program activity. Managers do have discretion about the level of service that can be provided, and zero-base budgeting is an appropriate tool to help determine, communicate, agree upon, and commit to the proper level of service and cost.

There are six major activities in preparing this college's zero-base budget:

1. During the planning cycle, the college conducts an intensive assessment of the college and the college system as well as government policy, employment opportunities and other factors affecting their programming. Out of this, growth goals and objectives are established. These growth objectives will direct the development and ranking of decision packages in 1981/82.

2. "Decision units" are then identified by segmenting the organization into discrete functions, operations or activities for analysis.

3. An analysis and documentation of each decision unit is made by the decision unit manager. The goals of this step are to:

   - Outline the current operations and performance of the decision unit, and tie its activities to the college's objectives.
   - Develop alternatives to the current way of achieving the objectives.
   - Select the best alternative and document the various levels of effort that can be used to accomplish the alternative.

4. These incremental levels of effort are ranked in order of priority.

5. The operating budget is then prepared as a result of the college-wide ranking of the packages prepared by the various decision unit managers.

6. After preparation of the zero-base operating plan, the performance of the decision units is monitored during the budget year.

III. Organizational Structures for Planning

Organizational structures reflect the wide variation in planning philosophies present in the system. Nine colleges reported a distinctly separate office designated 'planning' (Table III-1), while thirteen indicated an alternate structure. Distribution was fairly even across the system. No particular relationship to geographical location or size can be established. Table III-2 gives the staff complement for the nine colleges with separate offices.

TABLE III-1

SEPARATE OFFICE FOR PLANNING

College Size	Yes	No
Small	3	4
Medium	2	7
Large	4	2

TABLE III-2

SIZE (STAFF NUMBERS) OF PLANNING OFFICES

College Size	One-Five	Five Plus
Small	3	0
Medium	2	0
Large	2	2

Brief descriptions of the structures in four "sample" colleges with planning offices follow.

Structure A

President's Executive Council

1. Executive Dean representing four schools.
2. Executive Director (Finance and Property).
3. Executive Director (Academic and Student Support Services).

Director of Planning and Development reports to Executive Director of Academic and Student Services (3, above)

1. Prepares grants proposals.
2. Develops new projects.

Planning Officer reports to Director of Planning and Development

1. Compiles O.C.I.S. and other statistics required by President's Executive Committee.
2. Community questionnaires.
3. Monitoring throughout the year.
4. Attends P.E.C. meeting when planning is on agenda.

Secretary to Director of Planning and Development works on M.Y.P. with occasional part-time help.

Structure B

President

No Vice-Presidents or Deans

Six Directors and Principals: Operate as a Management Committee

1. Director of Corporate Planning responsible for planning, plant, goals and objectives statement development, M.Y.P.

   Staff: researcher, secretary, plant operations staff

2. Director of Academic Programs is responsible for academic quality control. All Chairmen report to him.

3. Director of Finance and Personnel also responsible for staff development and affirmative action.

Structure C

A number of committees and divisions play a major role in the process of budgeting and planning; amongst these are:

1. The Finance Committee of the Board of Governors, which consists of four Board members and the President of the college. This committee meets a minimum of four times annually and is one of the most active committees of the Board.

2. The college Budget Review Committee (B.R.C.) is chaired by the college President and has a membership consisting of the Vice-President, Finance and Administration; the four Deans of the Academic Divisions; the Director of Administration Services; the Director of Computer Services and Budget; and the Director of College Resource Planning. This committee has been in existence for a number of years.

3. The Computer Services and Budget Division of the college was formed two years ago. A Budget Planning Officer position was established at the time and has been functioning for a little over a year.

Structure D

Planning Committee--chaired by the President, Director of Planning and Development serves as Secretary. Three Vice-Presidents:

1. Academic (Post-Secondary and Apprentice Programs).
2. Community Service (Adult Training and Part-Time).
3. General Services.

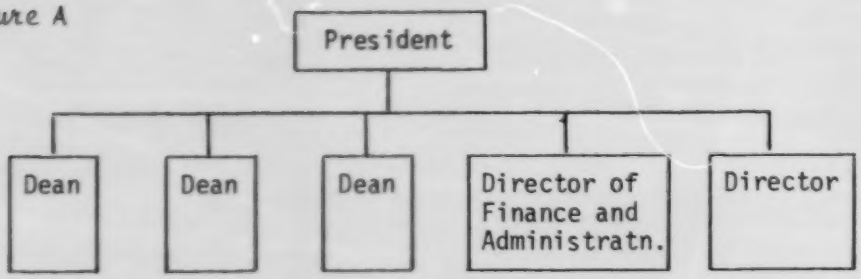
This committee makes all resource allocation decisions but does not legislate rules and procedures, or comment on content of academic programs. The Office of the Director of Planning and Development collects data and statistics and stores in multi-use format for distribution in response to both internal and external requests. The aim is to eliminate duplication of effort. Staff in the office includes: Director, Planning Analyst (statistics, systems analysis), Data Clerk (numbers work for analyst), Secretary.

Minutes of the Planning Committee are widely circulated and placed in the library. Decisions are reviewed in the Senior Administration Committee (the Planning Committee plus next level down academic (all Deans and Personnel Officer).

Table III-3 describes the allocation of responsibility for planning in those colleges where no separate planning office exists. The decision to allocate responsibility for planning to an existing structure is often motivated by questions of personnel qualification and the need for consolidation, rather than organizational considerations. At one college this responsibility is assigned to the Dean of Math ard Science, assisted by two support staff and a planning officer. The Dean reports to the Vice-President (Administration) but the President chairs the Planning Committee and reviews the plan.

Organization charts for three "sample" colleges in this group follow.

Structure A



Computer Centre Manager (responsible for planning and coordination) --but does not make decisions.

President
5 Deans and Directors
Chairmen

These six are responsible for planning decisions and strategy after they receive all data.

TABLE III-3

ALLOCATION OF RESPONSIBILITY FOR PLANNING WHERE NO SEPARATE OFFICE FOR PLANNING EXISTS

College Size	Senior Administrative Vice-President	President's Office	Other i.e. Executive Committee/R & D Office
Small	2	2	0
Medium	4	3	1
Large	1	0	1

Structure B

Planning is considered to be a line responsibility with the President as Chief Planning Officer. Senior Management Committee includes:

--Dean of Business and Applied Arts
--Dean of Polytechnical and Health Sciences
--Dean of French Language Programs
--Dean of Continuing Education
--Dean of Student Services
--Director of Administrative and Financial Services

The Personnel Officer and Information Officer report to the President but are not part of the Management Committee. The Information Officer is responsible for coordinating M.Y.P. Space planning is done by staff supervised by Manager of Space who reports to Dean of Continuing Education. The decision to organize space planning this way was seen as logical, given the division's requirement for space and the staff's familiarity with resources.

Structure C

The Planning Committee is chaired alternately by the President and the Vice-President, Academic. Additional members include the Dean of Planning and Development, the Senior College Registrar, three Campus Deans, the Chairman from a satellite campus, the Executive Assistant to the President and the Dean of Occupational Training.

Planning manuals are used by eight of twenty-two colleges (Table III-4).

IV. Sequence of Planning

Twelve colleges were able to identify a specific starting date in the planning sequence, while nine described planning as ongoing and cyclical (Table IV-1).

Descriptions of the sequence in three colleges where a significant start time is identified follow.

TABLE III-4

PLANNING MANUALS

College Size	Yes	No
Small	2	5
Medium	2	7
Large	4	2

TABLE IV-1

ONGOING OR SPECIFIC START DATE IDENTIFIED

College Size	Cyclical/ Ongoing	Start Time Identified	Unknown
Small	2	5	0
Medium	3	6	0
Large	4	1	1

College A

Planning begins in the fall for following year, after student numbers are known. The President's Council spends one meeting discussing the previous year's M.Y.P.--long-term goals, what has changed, successes and failures, what can still be achieved, what should be deleted. Then the communities are discussed in terms of requirements (ascertained by frequent site visits and contact with business managers and personnel officers). This is the face-to-face aspect of planning, requiring wide involvement. At the Council meeting, demographic data, social data and new legislation which might affect long-range planning are presented. Industrial development information is provided by Chambers of Commerce.

A draft proposal is prepared and presented by the Deans to their staff, additional data are provided as required to expand the proposal (usually financial), followed by a discussion of strategies. During this period the Planning Officer is interviewing Board members (half each year) to ascertain their opinions (in confidence) concerning proposed objectives. Input is solicited from various Chambers of Commerce and professional associations. The proposal is returned to the Council in early spring, followed by presentation to the Board (documents in advance) for approval. Several meetings of the Board may be required before the May deadline. In addition to this process, monthly meetings of the Board include discussions of some

aspect of the M.Y.P. A "think tank" is organized once a year to discuss such topics as demographic data, financial situation and trends in community needs.

College B

Operating budgets for divisions are established in the following way: each of forty Cost Centre Heads (anyone who has a budget to administer) receives a document in late fall requesting a preliminary line-by-line budget. This request originates from the accounting offices and contains last actual, this year, next year, and a column for comments. The document and accompanying material are submitted to the Budget Committee (five faculty, five administrators, including Vice-President (Finance), Director of Financial Services, three Principals, with Budget Supervisor as Secretary). The committee begins meeting late in January. Each Cost Centre Head makes a presentation to support the submission, which has been costed in the interim by the accounting office. The committee discusses each budget line-by-line in closed session and decides on questions to be put to the Heads. These can be in writing or oral queries. The process can be repeated two or three times. If programs are not approved, Cost Centre Heads have an opportunity to appeal. The operating budget goes to the Board in late March or early April. There is no ongoing review; however, interim changes can be approved by the Vice-President. The budget is reviewed in October, prior to the beginning again of the process.

College C

Planning begins in November for a year the following September.

1. An analysis is prepared by the Planning Officer for the President's Executive Council. The analysis includes student/teacher ratio, enrolment, number of graduates, drop-outs, square footage per student, programs not graduating ten per year, financial information, demographic information about the area including secondary enrolment, how many enrol at college (market share).
2. The Council reviews the current M.Y.P. and looks at overall college objectives in January.
3. Council members then go to the managers (32) for a review of M.Y.P., recommendations for change in objectives, proposed new strategies. This aspect of the process is the "input for change" mentioned earlier.
4. Each manager meets with his/her operational group (could include everyone) to request input.
5. Results go back to the Executive Dean by February 15.
6. The President's Executive Council meets the last week in February to prepare draft proposal of objectives and strategies to be sent in advance to the Board for a meeting the second week in March.
7. The Board suggests changes, followed by President's Executive Council approval by March 31.

8. The proposal is translated into M.Y.P. for April 30. During May and June each manager evolves the activities based on approved strategies--finalized and printed by June 30.
9. Individual objectives can then be established.

The budget exercise is viewed as a process in itself distinct from the planning process. The exercise begins in October for the next September.

a) Each decision unit manager makes proposals indicating priority. The Dean or Director ranks proposals based on school's objectives. The President reviews these objectives on an ongoing basis but specific time is scheduled each year to meet Deans and Directors.
b) In February the President's Executive Council ranks proposals, paying attention that particular objectives such as professional development are really being met.
c) Around March 1, the President takes the budget proposal to the Finance Committee of the Board for approval by April 1. An evaluation process is done during the following January and February to complete the budget cycle.

Descriptions of the sequence in three colleges where planning is considered to be cyclical and ongoing follow.

College A

The annual planning cycle normally begins in September after the summer semester. There is no linear planning process since no one individual or group starts the "planning process."

Rather, planning is a continual activity which becomes more active during the fall semester. Basically, the topics that continually arise and require resolution are enrolment projections and space implications. Various scenarios are developed by the Planning Committee and by January (start of the winter semester) recommendations are presented to the Executive Committee for review.

College B

Planning is seen as ongoing, rather than beginning at a particular time, although a fall conference on enrolment trends could form the basis for short and long-term planning. A number of staff groups are currently being organized to identify opportunities for change. In early January, a request for budget proposals (including guidelines) goes out to division heads. Initial budget requests are received by late February, including number of positions. The Director of Property and Plant makes a proposal at the same time. There is no attempt to bring all details to the Planning Committee. The President and Director of Administration decide on allocation of travel and supplies funding. When M.Y.P. guidelines are received, governors receive a copy, along with a draft of Part I of M.Y.P. (missions, objectives).

College C

The college has been using a rolling two-year cycle with long-range goals in mind.

1. Late summer or early fall: preparation for Board workshop begins with distribution of a document prepared as a result of a managers' meeting. Contains data, accomplishments. Group of resource persons (secretariat) contributes to all meetings. Key players (facilitators)--two faculty, one manager--keep discussion going during meetings. Commitment is for broad input.
2. Report from Board workshop distributed to all staff and students (validation).
3. During this period the Board meets with chairmen of advisory committees who have reported previously about their concerns.
4. A program rating process is carried on to identify areas of strength and need. This is done by campus principals. Financial data are provided by central administration as well as student data for each campus.
5. In December/January, one or more broad college objectives are agreed to. Campus objectives are submitted to Board (these relate to changes, not current program). As well, update on progress of previous year's objectives.
6. Approval in principle by end of February.
7. In March, human resources identified, agreed to in principle by Board, translated into a budget.

Table IV-2 describes the distribution of colleges that follow a detailed timetable.

TABLE IV-2

DETAILED PLANNING TIMETABLE

College Size	Yes	No
Small	4	3
Medium	6	3
Large	4	2

TABLE IV-3

APPEAL PROCEDURES DURING PLANNING/
BUDGETING ACTIVITIES

College Size	Yes		No	Not Available
	Formal	Informal		
Small	0	4	3	0
Medium	4	3	1	1
Large	1	3	1	1

Fifteen colleges build appeal procedures into the planning and budgeting process, ten emphasizing informal appeals. Four colleges use a formal process where additional supporting data must be submitted before proposals or programs can be reconsidered. The use of zero-base budgeting where divisions rank their own programs tends to assign responsibility for cuts within the divisions.

SUMMARY

The general intent of this project was to identify and report various dimensions of the planning functions as they are pursued in the Ontario C.A.A.T. system. In this closing section, general trends regarding institutional planning evolution will be noted.

Most colleges define planning in a complex fashion, emphasizing a broadly-based, proactive approach to a wide range of questions and decisions. The trend has been toward integration of planning tasks within the college and in relation to the multi-year plan (M.Y.P.) parameters. Those colleges that are not currently "integrated" will probably go along with this trend, even though some respondents expressed nostalgia for simpler times.

A richness of variety of forms of organizational structures for planning exists that reflects the wide spectrum in planning philosophies; apparently organizational structures are unrelated to either geographical location or college size.

Moving from structure to process, we have noted that it is more difficult to achieve planning involvement with all levels at large colleges. Furthermore, even though it is likely more important here than in small colleges, three of five large colleges do not actively seek wide input to the planning process.

Although there exists a variation in attitudes towards the Board of Governors, most small colleges report close communication and involvement with their Board--possibly reflecting smaller community social and business interactions.

The existence of a whole family of strategies for dealing with the role of advisory committees probably reflects both the complexity of their relationships to colleges and some dissatisfaction with their operation.

It is clear in this study that most colleges would favour the Council of Regents to provide its medium and long-range view of the system along with assumptions it holds for these views and "system issues." In this way, individual colleges could adapt to or critique the Council's perceptions as part of a more reciprocal and cooperative approach to planning in "the system."

In conclusion, a preliminary set of statements has been made on the "state-of-the-art" of planning in the Ontario C.A.A.T. system. Hopefully this summary will provide the platform and the context of future in-depth studies on the multi-faceted dimensions of the planning functions.

APPENDICES

APPENDIX I

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*Compiled by Graham Collins, Doctoral Student, H.E.G.

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APPENDIX II

PLANNING IN THE CAATS -- ISSUES GRID Oct. 20, 1980

(Results of Initial Interviews)

Planning	College 1	College 2	College 3	College 4	College 5	Deerhurst
State of the Art: mechanism techniques reporting structure		X				
Perceptions within Colleges: faculty staff		X				
Historical Analysis		X				
MYP Use: once only/day-to-day		X				X
Desire for C. of R. input		X	X	X		X
Desire for more C. of R. output (summary, regional statement)		X	X	X		X
Longitudinal Study: Are objectives met? i.e., affirmative action		X	X			
Use of Consultants		X	X	X		
Sep. PI office or broad input: instit. research cost factor		X	X		X	
Characteristics of Effective Planning	X	X		X	X	
Planning for Professional Development			X			
Quick response to issues/crises						X
Realistic vs. Utopian Planning	X				X	
Info collecting for: p.r. lobbying planning evaluation		X	X			
MYP relationship to 1 yr. Ministry budget					X	

Planning	College 1	College 2	College 3	College 4	College 5	Deerhurst
Evaluation						
Relationship to Planning					X	X
Accountability/Autonomy	X				X	X
Institutional Reviews			X			X
MYP Relationship to Funding		X				
Value of CAPRI: response to community needs internal	X		X		X	X
Other Models/Site Visits	X		X			X
Revising Existing Methods						X
Evaluating: attention/job placement/ fate of grads after 5 years					X	X
Student Participation in Evaluation						X
Board of Governors						

	General Questionnaire	Detailed Questionnaire	Analysis of Ministry Data	Longitdnl Studies-6 Colleges	Interviews	Other
Planning						
a. State of the Art mechanism techniques-info gathering structures-pl. office -broad input -consultant	X	X			X	
b. Perceptions Within Colleges-MYP use -once only -day-to-day -response to crises -realistic vs. utopian	X	X			X	
c. Desire for C of R input re expectations and output-MYP summary -regional data		X			X	
d. Are Objectives Met? i.e., professional development; affirmative action				X		
e. Characteristics of Effective Planning		X			X	
f. Relationship to Ministry Planning			X			
Evaluation						
a. Methods-CAPRI -site visit -institutional review -redesign	X	X				
b. Participation in Process	X	X			X	
c. Relationship to Planning -part of the process -monitoring activities, placement, follow-up of grads		X			X	
d. Perceptions of Accountability/Autonomy, Relationship to funding decisions		X			X	

APPENDIX III

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

252 BLOOR STREET WEST, TORONTO, ONTARIO, CANADA M5S 1V6 TELEPHONE 923-6641

HIGHER EDUCATION GROUP

27 November 1980

As you know, the Committee of Presidents has endorsed our study of institutional planning. At this point, we are interested in determining the various ways in which the colleges define, conduct, and use planning. We will produce a summary of this comparative aspect of the project and as we have indicated in the past all information will be treated as confidential; that is, our summary will describe the various planning definitions, strategies, and processes extant in the colleges but individual colleges will not be identified by name.

We therefore need your assistance in answering the following questions. We will attempt to make arrangements to obtain this information in a manner which is most convenient to you, i.e.,

1. telephone interview and provision of additional documentation such as reports and charts;
2. visit to your college (help!, travel funds limited);
3. interview while you are in Toronto for other purposes.

.../2

The questions:

1. How do you define institutional planning? That is, what types of questions and decisions are served by your approach to institutional planning?

2. Is planning based on reaction to Council of Regents requirements for the Multi-Year Plan or is your planning process independent of this process?

3. What is the sequence of planning in your college and who is involved? That is, what information is required, in what order, and by whom is it collected? Can you take us through the process?

4. What is the structure for planning at your college?

We will be in touch shortly to discuss your preference for dealing with the questions. Many thanks for your continued support of our work.

Sincerely,

Charles Pascal
Professor and Chairman
Higher Education Group

George Tracz
Associate Professor
Educational Planning

Pat Staton
Research Officer
Higher Education Group

PS/th

APPENDIX IV

ST. LAWRENCE COLLEGE

THE MISSION

St. Lawrence College is now in its second decade of providing educational service to the counties of Frontenac, Leeds, Grenville, Stormont, Dundas and Glengarry. Although the objectives for the provincial college system, as outlined in the legislature by the Honorable William G. Davis in May 1965, have changed very little the rationalization of adult education during the past decade has significantly expanded the range and number of programs for which the colleges generally, and St. Lawrence in particular, have direct responsibility. The very establishment and development of the college has also altered the educational needs of the communities which the college serves. When the above are combined with the shift in the status of adult education among public priorities and the change in the economy of the province of Ontario, which has necessitated stringent financial restraints, it becomes imperative that this college reassess the adult educational priorities of the geographic area which it serves in light of the following considerations.

Whom does the college serve? Within the limited resources the province can provide for the operation of colleges of applied arts and technology during the next decade, each college has the responsibility for ensuring that the educational needs of the adult population of its geographic area are being met. This college's clients, therefore, include senior citizens and recent high school graduates, individuals with full-time careers in the community and unemployed and under employed adults, adults who have not completed elementary school and those who are already university graduates. In other words, the college has the responsibility to ensure that the educational needs of all adults in its defined area are addressed whether they choose to interact with the college as full-time or part-time students, whether they pay their own fees or are sponsored by government or industry, or simply desire to use the college resources to support self-directed learning. The college may address these needs by directly providing educational services or by co-operating with other public and private agencies to ensure that the needs are met. In establishing community priorities, this college must take into account the relative mobility of the clients which it serves, the financial resources of those clients, and the alternative educational opportunities which are available. While much has been accomplished to increase accessibility, the college recognizes the continuing inequitable distribution of learning opportunities among the adults in our area. Both sociological and geographic factors have contributed to this.

What learning experiences does the college provide? *The learning experiences and opportunities which are the direct responsibility of St. Lawrence College are:*

1. **Developmental Education Programs:** Programs designed to assist adults to function more effectively as members of society, to be more effective and self-directed learners, and to provide remediation and upgrading in the basic academic skills as preparation for further learning, or for employment.

2. **Language Training Programs:** Programs designed to promote and develop bilingualism through second language training in both official languages of Canada, and programs designed to meet the language needs of new Canadians.

3. **Career Education Programs:** Learning experiences designed to assist adults to attain their career aspirations. These include semi-skilled, skilled, certificate, and diploma level and post-diploma programs, designed both for initial entry into the work force and for current and future career enhancement. These experiences may be provided as formal instructional programs, as supervised on-the-job training, or through self-directed learning, utilizing college and community resources.

4. **Community Learning Centre:** Services to provide for the attainment of individual goals on a self-directed basis. Services include library (print and non-print) material, programmed learning material and facilities, tutorial assistance, diagnostic counselling and guidance, educational brokerage assistance, and the provision of staff, equipment and facility support for group directed learning.

5. **Community Counselling and Guidance:** In addition to the counselling and guidance interest in the community learning centre and in co-operation with other community agencies, these support services are designed to facilitate educational, vocational, personal and social decision-making and growth. These services include educational, personal, career, and placement counselling, and are directed to assisting each individual to achieve his/her personal aspirations, rather than meeting the needs of the institution.

6. **General Education:** Recognizing that learning is a life-long process which occurs both spontaneously as well as through formally designed educational experiences, and recognizing that formal education is most costly to the taxpayer when provided on a full-time student basis, the colleges are committed to encouraging, wherever possible, learning as an integral part of living rather than as full-time occupation divorced from other possibilities. Whereas developmental and career education is needed prior to entry into the work force and therefore must be available as full-time programs as well as for part-time students, general education programs in the colleges are

designed to meet the broad avocational educational needs of adults desiring to fulfill these needs concurrently with pursuing other full-time interests in the community.

7. **Community Development Programs**: Learning experiences directed toward improving the quality of life in the area served by the college. These will include assisting individuals and groups to develop and apply problem solving skills and techniques, promoting and contributing to the cultural, intellectual and social life of the area.

In summary, the MISSION of St. Lawrence College is to contribute to the development of the human resources of Area 2 through effective, efficient, and economical delivery of planned learning experiences and opportunities to the adult citizens of this area. This will be done in accordance with their needs and requirements and in a manner designed to ensure maximum public access.

Notes

1. An adult is defined for these purposes as an individual 16 years or older and no longer in full-time attendance in an elementary or secondary school.

2. Area 2 is defined by provincial regulation as the counties of Frontenac, Leeds, Grenville, Stormont, Dundas, and Glengarry.

SECTION II - THE SAULT COLLEGE MISSION STATEMENT

1 As an Ontario College of Applied Arts and Technology, Sault College exists to meet the educational needs of secondary school graduates (excluding those attending university), adults and out-of-school youths.

2 This is achieved by providing programs beyond, or not suited to, the secondary school setting and by providing academic upgrading, when necessary, for entry to a program.

3 Citizens of the District of Algoma constitute the College's major "client" population. Recognizing their mobility and educational alternatives, the College provides, within available resources, the best services possible.

4 Developing employable skills to meet present and future labour force demands is a College priority. As well, the College will continue to develop creative students who can integrate with the larger society as responsible, productive citizens capable of adapting to the future.

5 The College will accommodate further social and technological change through deliberate, planned alteration of its educational delivery system.

6 The College will work with other educational and social agencies to co-ordinate, facilitate and implement community learning.

7 The College will promote and respond to legislation that impacts on its educational mandate.

8 The College will develop human resources to the fullest potential through professional development.

9 The College will manage public funds responsibly.

10 The College will project a favourable image of its staff, students and graduates.

11 Educational excellence will be enhanced by developing alternative financial support through specialized educational projects and by providing facilities in accordance with contemporary educational requirements.

SAULT COLLEGE BOARD OF GOVERNORS
OCTOBER, 1980.

COLLEGE MISSION STATEMENT AND GENERAL GOALS

The goals of the College remain essentially unchanged from those expressed in our last Multi-Year Plan. Several related goals however have been combined this year to reduce the total number of statements. The enduring goals expressed in this section are developed into Objectives and Strategies in a later section.

The basic mission of the College is to provide a variety of educational programs to meet the needs of graduates from any secondary school (apart from those who wish to attend university) as well as to provide programs to meet the needs of adults and out-of-school youth, whether or not they are secondary school graduates.

Specifically, it is our purpose to provide a wide variety of post-secondary, career oriented programs, academic up-grading, second language, and skill retraining programs and apprenticeship programs for both full-time and part-time students as well as a variety of general interest part-time programs.

It is the intention of the College to do this as effectively and efficiently as possible within the constraints of the resources provided by the Province for that purpose.

As well, the College has the following goals:

1. To provide, in addition to the vocationally directed courses, educational courses and activities which will permit the personal growth and physical well-being of our students.

2. To provide learning opportunities to the greatest number of people possible in our College area, and to be a "commuter" College for the citizens of Area #9 by providing programs, courses and services at a wide variety of locations and times convenient to the community.

3. To identify current and future educational needs within Area #9 and to develop new courses and programs to meet these needs.

4. A major focal point of College activities is the preparation of graduates for employment. The College graduate placement record provides an important standard by which the College judges the success of its activities.

5. To continuously evaluate all College programs and courses using both financial and non-financial criteria. This review will include course content, program length, methods of delivery, feasibility of co-operation with other institutions, employment opportunities for graduates, space and resource requirements and student reactions.

6. To preserve and improve the quality of instruction and to explore and develop effective teaching methods in order to improve the learning process as well as to improve the cost-effectiveness of delivery. In particular, the College is heavily committed to integrate as much as possible "on-the-job" work experience with classroom and laboratory teaching.

7. To provide a safe and healthy working and studying environment for the staff and students of the College.

8. To provide on-going professional development opportunities for both teaching and non-teaching staff of the College, and to encourage and assist each College employee to develop an individual professional development plan.

9. To endeavour to maintain and improve the internal and external communication function at the College.

10. To integrate into the College's full-time programs, a career education and counselling component which will have, as a prime objective, the vocational maturation of students. This educational component will recognize the importance of not only the development of the student's necessary academic skills, but the development of work awareness and work attitudes.

11. To facilitate employer access to College services and to develop an integrated plan for Employer Sponsored Training for our College area.

12. To co-operate with other Colleges of Applied Arts and Technology and other educational institutions and municipalities in sharing resources and developing joint programs when it is in the best interests of our students.

13. To develop an Affirmative Action Plan which will aim to raise and diversify the occupational distribution of women employed at the College and to diversify the female student enrollment in all College programs.

14. In recognition of our public accountability in the management of the College, we are committed to use the College physical, human and financial resources in the most effective and efficient manner possible.

15. To work in co-operation with cultural, social, recreational, and other community groups and in this way, to contribute to the increase in the services provided by these groups to the community; and to become a centre for cultural activities of its own making as well as those of other community organizations.

APPENDIX V

CENTENNIAL COLLEGE
BOARD OF GOVERNORS
RETREAT
AT
"THE BRIARS"
FRIDAY, NOVEMBER 7 AND SATURDAY, NOVEMBER 8, 1980

PROGRAM

E	TIME	EVENT	LEADER
DAY EMBER	7:30 p.m. to 7:45 p.m.	Chairman's Remarks Objectives & Program	R.S. Taylor I.B. McCauley
	7:45 p.m. to 9:30 p.m.	Education	A.R. Devlin
	9:30 p.m. to 10:00 p.m.	Enrolment Strategies	M.V. Vandersteen
	10:00 p.m. to 10:30 p.m.	Enrolment and Physical Space	J.P. Ellwood
URDAY EMBER	9:00 a.m. to 10:00 a.m.	Human Resources, Financial Resources & College Services	I.B. McCauley and J.P. Ellwood
	10:00 a.m. to 12:00 noon	"Brainstorming" Session re. Future	I.B. McCauley
	12:00 noon	L u n c h	

CENTENNIAL COLLEGE
BOARD OF GOVERNORS
RETREAT
AT
"THE BRIARS"
FRIDAY, NOVEMBER 7 AND SATURDAY, NOVEMBER 8, 1980

OBJECTIVES

1) TO OVERVIEW SELECTED HIGHLIGHTS DRAWN FROM THE 1980 MULTI-YEAR PLAN AND RESULTS ACHIEVED OVER 1979.

2) TO PROVIDE INPUT TO THE 1981 MULTI-YEAR PLAN.

3) TO PROVIDE DIRECTION TO THE PRESIDENT'S MANAGEMENT ADVISORY GROUP WITH RESPECT TO THE EXECUTIVE PLANNING SESSION, NOVEMBER 16TH TO 19TH 1980.

4) TO ESTABLISH THE STAGE FOR ONGOING FORWARD PLANNING AND POSSIBLY AN ANNUAL BOARD OF GOVERNORS RETREAT.

CENTENNIAL COLLEGE
BOARD OF GOVERNORS
RETREAT
AT
"THE BRIARS"
FRIDAY, NOVEMBER 7 AND SATURDAY, NOVEMBER 8, 1980

"BRAINSTORMING" SESSION

SCRIPTION

"BRAINSTORMING" IS A DISCUSSION TECHNIQUE BY WHICH A LARGE SMALL GROUP OF PEOPLE, IN AN ATMOSPHERE OF COMPLETE FREEDOM, PRODUCE A HOST OF IDEAS. SINCE THE GROUP ONLY AIMS AT ANTITY AND TAKES NO TIME TO EVALUATE THE VARIOUS SUGGESTIONS, E QUALITY OF THE CONTRIBUTIONS MAY VARY FROM USELESS TO BRILLIANT.

EVERY SUGGESTION EVEN THOUGH IT MAY APPEAR SENSELESS, OULD BE CAREFULLY RECORDED. THE LEAST PRACTICAL IDEA MAY LEAD ROUGH THE ASSOCIATION OF IDEAS, TO THE BEST SUGGESTION OF THE SSION. THE LIST OF IDEAS IS CAREFULLY EDITED AND/OR CRITIQUED FORE BEING PUT TO USE.

E TASK

THE MAJOR GOAL OF CENTENNIAL COLLEGE IS TO PROVIDE A HIGH ALITY, CAREER-ORIENTED ADULT EDUCATION FOR BOTH PART-TIME AND LL-TIME STUDENTS WHICH RESULTS IN MEETING OUR COMMUNITY EDUCA-ONAL NEEDS, AND THE NEEDS OF OUR STUDENTS FOR JOB PLACEMENT AND DIVIDUAL HUMAN GROWTH.

GIVEN THE ABOVE MAJOR GOAL:

1) WHAT FUNCTIONS AND/OR SERVICES NEED TO BE PROVIDED OR IMPROVED TO ENHANCE THE ACHIEVEMENT OF CENTENNIAL COLLEGE'S MAJOR GOAL.

2) WHAT ARE THE BOARD OF GOVERNORS' PRIORITIES WITH RESPECT TO FUNCTIONS AND/OR SERVICES REQUIRED TO ENHANCE THE COLLEGE'S MAJOR GOAL.

PROCESS

STEPS IN THE PROCESS INVOLVE:

1) LISTING OF IDEAS.
2) CATEGORIZATION OF IDEAS.
3) EVALUATION.
4) PRIORIZATION OF ACTION STEPS.

} CONSENSUS

APPENDIX VI

GUIDELINES TO ADVISORY COMMITTEES IN THE MONITORING OF PROGRAMS

INTRODUCTION

The Board of Governors of St. Clair College enthusiastically endorses the concept of Advisory Committees and acknowledges the valued contribution that they make to the quality and relevancy of the programs under their aegis. It is requested that each Advisory Committee set itself a schedule of review to cover each of the areas listed below on a regular cycle. This could be done in a consolidated fashion every four or five years, or by covering one aspect each year. The elements to be covered, with suggested areas of exploration, are:

a) Admissions

- are there an adequate number of students applying to the program?
- how are secondary school counsellors made aware of the program and related job opportunities?
- are applications received from outside Essex and Kent Counties?
- has a local needs survey been conducted?
- are the overall College guidelines for admissions being adhered to?
- what evaluation procedures are being used?
- are confirmations being sent out in time and in accordance with the College guidelines?
- are pre-admissions tests available and when are they required?
- are candidates suitably informed of the program?
- is there special consideration for transfers and those with advanced standing?

b) Preparedness of Students

- are post-admission evaluations conducted?
- what post-admission tests are offered?
- how is remediation, if required, being effected?
- is the remediation based on the needs of the students in order to succeed in the program?
- what steps are taken after remedial work is completed?

c) Curriculum

- is the curriculum developed within the overall philosophy of the College?

Curriculum cont'd

- what effects do the level of students being admitted have on curriculum planning?
- has the program outlined its aims, goals and objectives?
- are all major and cognate courses relevant to the needs of the jobs for which the students are being trained?
- should some elements of the curriculum be eliminated (redundant, obsolete, etc.)?
- are the students being given an opportunity to be involved in the developmental aspects of College life (social skills, attitudes, etc.)?
- should the curriculum include work experience, e.g. co-op or field placement?
- is the work experience appropriate to the program objectives?
- does the program respond to trends in the field, e.g. technological advancement or obsolescence?
- what is being done to assure that the teaching staff are current with the technology, operating techniques and practices currently being applied in industry?
- does the program have competency objectives that are congruent with job requirements?
- do all courses have objectives that meet the program objectives?
- are health and safety factors taught and observed?
- are tests and evaluation methods developed with the course and program objectives in mind?
- are employers surveyed concerning needs, success of graduates, etc.?

d) Costs

- are instructional supplies and equipment purchase/replacement costs monitored?
- do unique costs exist, e.g., small classes because of safety requirements?
- is a budget established and program costing used?

e) Facilities

- are the teaching facilities adequate in consideration of the norms within the College?
- is the equipment reasonably up to date?
- is the equipment cost-effective, i.e. if there is specialized equipment with limited usage, can local industry be used for some teaching?
- is surplus, but still current and usable, equipment available from industry on a donation basis?
- are the lab, clinic, and/or shop safety and health standards and practices compatible with those of the occupation, and are they enforced?

f) Attrition

- what is the current attrition rate?
- at what point does attrition occur?
- what are the major causes of attrition?
- what can be done to reduce attrition?
- have surveys been done of "drop-outs"?

g) Placement

- what are the placement rates?
- what is the average and beginning earning level?
- is placement related to the students' training?
- is the placement local or at a distance?
- what are the factors ensuring or inhibiting placement?
- are students adequately prepared to present themselves to employers e.g. training for interviews and preparation of resumes?
- what role is taken by the faculty and staff?
- what strategies are used to induce prospective employers to consider hiring our graduates?

The foregoing questions are essentially outlines of the type of examination that is suggested in each program but must, of course, be adapted to the specifics of each program. They are essentially guidelines and are not intended to be a rule or regulation; it is hoped that they would assist Advisory Committees in approaching the monitoring task in a structured and straight-forward manner.

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